



## Daily and Supporting Learning Targets

- Opening A: I can retell the events from the story “Looking for Mars.”
- Opening B (optional): Using evidence from the text, I can answer questions about the story “Looking for Mars.”
- Work Time A: I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
  - I can read first-grade words that “don’t play fair” (irregularly spelled words) in isolation.
  - I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.
- Work Time B: I can read the decodable text “Looking for Mars.” (RF.1.3)
  - I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.
  - I can use what I know about the types of syllables to decode (read) a two-syllable word.
  - I can read first-grade words that “don’t play fair” (irregularly spelled words) in text.
  - I can decode a word with a vowel in the middle and a silent “e” at the end.
  - I can read words with an “-s,” “-ed,” and “-ing” ending.
  - I can decode words with other vowel patterns like “igh” and r-controlled vowels.
  - I can read and understand grade-level texts.

## Ongoing Assessment

- Observe students during Work Time.
  - Determine whether they can independently find a given letter or word.
  - Also determine whether they can decode words with vowel teams from this cycle and identify familiar sounds in or automatically read high-frequency words.

## Agenda

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “Looking for Mars”
  - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
  - A. High-Frequency Words: “again,” “bye,” “could,” “would,” “does,” “knew,” “just,” “or”
  - B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - Comprehension Conversation questions (if different from suggested questions)
  - High-Frequency Word Cards

- Interactive Word Wall (one to display)
- Snapshot Assessment (optional; one per student)
- Predetermine partnerships for retelling during Opening A and Work Time B.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, proficient, skills, high-frequency (L)
- moon, stars, Mars, North Star (T)

## Materials

- ✓ Enlarged Decodable Reader: “Looking for Mars” (one to display)
- ✓ Engagement Text: “Looking for Mars” (one for teacher read-aloud)
- ✓ Movable letters (from Lesson 96)
- ✓ High-Frequency Word Cards (one of each; for teacher to place on Interactive Word Wall)
- ✓ Interactive Word Wall (one to display)
- ✓ Decodable Reader: “Looking for Mars” (one per student)
- ✓ Highlighters (one per student and one for teacher)
- ✓ Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Engagement Text Read-aloud: “Looking for Mars”

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Gather round together, together, together. It’s time to hear a story, a story, a story.  
 It’s time to hear a story and say what you’ve learned.”*
- Display **Enlarged Decodable Reader: “Looking for Mars.”**
- Begin a read-aloud of the **Engagement Text: “Looking for Mars”**:
  1. Teacher reads the story aloud once or twice without interruption, pointing to the illustrations in the Enlarged Decodable Reader for each section.
  2. Students turn to a partner and retell the story in their own words.

## Meeting Students’ Needs

- For students who may need additional support retelling the story: Consider providing a copy of the Decodable Reader. The illustrations in the reader will show the sequence of the story, and students can simply retell the details based on what they see in the illustrations.

## Opening

### B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
  - Recall:
    - “What did James see out the window?” (the moon)*
    - “What do James and Pat go back to their house for?” (scarf and Granddad’s hat)*
  - Vocabulary and Language:
    - “What did James mean when he said Pat was ‘in for a treat’?” (She was going to see Mars.)*
    - “What does the author mean by the phrase ‘The moon follows them home?’” (James and Pat were able to see the moon the entire time they walked home.)*
  - Digging Deeper: Extension Questions:
    - “Why can’t Pat go to bed with stars?” (Because she cannot sleep outside. She has to go back to her house.)*

## Work Time

### A. High-Frequency Words: “again,” “bye,” “could,” “would,” “does,” “knew,” “just,” “or”

- (Suggested transition song, sung to the tune of “The More We Get Together”):
  - “Now it’s time to learn high-frequency words together, it’s time to learn about words readers and writers use a lot.”*
- Begin the High-Frequency Words instructional practice. See Setting Purpose: From Engagement Text to Decodables lessons from Modules 1–2 for a more detailed description of the procedure.

### Meeting Students’ Needs

- For ELLs and students who need additional support: Consider providing picture cards of nouns in “Looking for Mars” to aid comprehension.

## Work Time

### B. Decodable Reader: Partner Search and Read

- (Suggested transition song, sung to the tune of “The More We Get Together”):
  - “Now you will read a story, a story, a story. Now you will read a story with words that you know.”*
- Begin the Decodable Reader: Partner Search and Read instructional practice. See Setting Purpose: From Engagement Text to Decodables lessons from Modules 1–2 for a more detailed description of the procedure.

### Meeting Students' Needs

- If readers in the Pre-Alphabetic or Early Partial Alphabetic phases need help finding identified letters/digraphs, consider providing Letter Cards as support. The students can hold the letter next to each page and find the letter shape that matches.
- If readers in the Pre-Alphabetic or Partial Alphabetic phase need additional help finding the high-frequency words, consider allowing a reader in the Full or Consolidated Alphabetic phase to help them. Or consider asking them to find the beginning letter of the word instead of the whole word.
- As an extension for readers in the Late Full or Consolidated Alphabetic phases, consider providing a whiteboard. Direct students to write a word that begins with the letter being searched or a sentence with the high-frequency word being searched.
- If readers need support with words that "don't play fair," direct them to the Interactive Word Wall. Or have them read the rest of the sentence and think about which high-frequency word would make sense in the blank.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that successful learners keep track of and reflect on their own learning. Point out that they are doing this each time they consider how what they did today helps them become more proficient readers.
- Invite students to reflect and share with a partner (or whole group). Ask:

***"What did you do today that is helping you become a more proficient reader?"***  
***(Responses will vary. Example: "I remembered the part of the word that doesn't play fair.")***

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - "When I saw an 'r' next to a vowel, I \_\_\_\_."
  - "When I heard the sound \_\_\_\_, I \_\_\_\_."
  - "When my partner \_\_\_\_, I \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with students in the Pre-Alphabetic, Partial Alphabetic, and Full Alphabetic groups. Students in the Consolidated Alphabetic group do not work with the teacher today.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document for more details (see K–2 Skills Resource Manual).*

### All Groups

Either today or another day this week after the Decodable Student Reader has been introduced, follow the Decodable Student Reader routine with each group. Differentiate the routine as needed based on students' microphase. Refer to the Independent and Small Group Work guidance document (see K-2 Skills Resource Manual) for full routine and Decodable Student Reader Planning and Recording Template.

### Pre-Alphabetic:

- Aim small group instruction at building students' knowledge and skills of letter identification and phonological awareness.
- Use the Assessment Conversion chart to determine appropriate Kindergarten lessons and Activity Bank ideas to use in daily small group instruction.
- Consider using the Decodable Reader from the whole group lesson as a resource during this time. Example:
  - Teacher identifies a grapheme or phoneme (from the current cycle or based on the needs of the group). Students look for a grapheme or graphemes. Student volunteer identifies the grapheme, makes the sound, and possibly practices proper formation (skywriting or whiteboard).

### Partial Alphabetic:

- Students in the early to middle Partial Alphabetic (PA) phase may need to spend more time with each vowel spelling pattern than the whole group lessons provide. Those working within the middle to late PA phase may be comfortable using the pattern introduced in this cycle. If so, small group work may include extended practice of work time.
- Suggestions for working with students at the early to middle PA phase:
  - Use the Decodable Reader from the current cycle to examine r-controlled spelling patterns.
  - Use the Word List from Lesson 96 to work with patterns from this cycle.
  - Spend time on lessons and/or patterns from a previous cycle that may need more practice. Consider using the Assessment Conversion chart to determine an appropriate previous cycle.
- Related Activity Bank suggestions:
  - An Activity Bank activity from the High-Frequency Word category (HF) or from the Decoding and Encoding category (DE)

### Full Alphabetic:

- Check in with Accountable Independent Reading.
- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to the r-controlled vowel sounds introduced, and holding text-based comprehension conversations.